

THE
Connecticut Common School Journal,
AND
ANNALS OF EDUCATION.

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For the Common School Journal.

REVIEW YOUR WORK.

It would be well for every teacher, at the close of each day's labor, to devote a portion of time to a review of the events of the day. Self-examination is one of the strongest incentives to self-improvement, and no one can profit more by it than the earnest teacher. It is seldom that a day passes in school that does not present some incident that demands careful thought on the part of the teacher in order that the next day's labor may be an improvement on the last. Nothing will more effectually aid the teacher in his efforts to make the school what he desires it to be, than the habit of daily meditating upon what has transpired in his little realm. This to be effectual must be properly done. Vague thought without object or aim, will be useless. Let there be point to the thought and let the decision be calmly and resolutely carried into action. In this way the teacher may correct errors in his own management as well as bad habits on the part of the pupils.

In order to make this thought practical, allow me to suggest a method by which it may be made effectual. We will suppose that every careful, thoughtful teacher keeps a record, either in the register or class-book, of the attendance, tardiness, scholarship, deportment and such other facts in the history of each pupil as he wishes to preserve. This record, together with the observations of the teacher, will afford daily topics for consideration, and it will be useful to reflect upon them frequently. In this way plans may be formed for removing whatever tends to prevent the usefulness of the school. Among other things it may be well to consider the following: Have my pupils been punctual to day? Have I done all in my power to secure punctuality and to prevent tardiness? Am I punctual? Do I endeavor to find out the cause of tardiness? Do I exert myself to remove the cause? Has there been any disorder to-day? Is the discipline as good as I can make it? Do I assign proper lessons? Are they well learned? Do my pupils improve in reading? Do I question them concerning the meaning of what they read? Is spelling properly attended to? Do I take sufficient pains with the writing? Do my pupils read sufficiently loud? Do I teach them to talk properly and use good grammar? Have I learned to use the word *why* sufficiently? Do I encourage the dull ones? Is there life in the exercises? Do I require all the class to give attention to the recitations? Do I use the blackboard enough? Am I firm and yet kind? Do I take an interest in the sports of my pupils? Am I sufficiently interested in their moral welfare? Do I consider the propriety of punishment before inflicting it? Have I a proper idea of the responsibility of the teacher's calling? Do I take sufficient interest in my own improvement? Do I read educational publications? Do I have frequent reviews? These and a variety of similar topics should be daily considered by the earnest teacher. By so doing he will find that his school is more easily managed and that it daily becomes more useful to the pupils. I would not have the teacher always take school cares with him; but by devoting a portion of time

each day to their consideration he can the most effectually throw them off and gain that rest and relaxation that every faithful teacher needs. Teachers, try it and give us your experience.

A TEACHER.

CANTERBURY, July 6, 1863.

For the Common School Journal.

THE EXAMINATION OF TEACHERS.

MANY plans have been devised, numerous schemes tried and much time spent in legislating for the improvement of our common schools. Some of these efforts have been successful. We have our normal school doing a great work in the cause of education. Teachers' Institutes are diffusing among teachers the precepts and practices of the best instructors of the age.

Notwithstanding all these are producing their legitimate and expected results, still every one engaged in any way in our schools, and conversant with our entire system, cannot but acknowledge one very serious obstacle to any further great advances or improvement of the schools of the state.

I refer to our present system of examination of candidates for teachers. By it, I have no doubt, a very large number of totally unfit persons are accepted every year and placed in positions of trust second to no other. Positions which should be filled by those who are thoroughly qualified to lead the young in paths of learning and virtue are, alas, too often occupied by teachers who are themselves ignorant of the branches they are expected to teach. How then can schools prosper under such instruction? What pupil can be expected to speak or write his mother tongue correctly when he has left the schools, if he has been taught by those who did not understand the rules of English grammar, or did not possess the requisite knowledge to apply them? What young person who has been under a teacher that cannot write a dozen words correctly, should be blamed if he mis-spells half the words of his first epistles? As the teacher is, so will be the

pupils. Then how exceedingly important it is that those who teach should be qualified. It may be asked at what door lies the blame for the admission of so many unqualified teachers? In a great measure, of course, at the doors of the examining committee. Yet there are extenuating circumstances connected with this matter of which committees of examination should have the benefit or credit.

You who discharge the duties of an examining committee faithfully, have no light labor or pleasant pastime. The candidate, perhaps, if not your neighbor, is at least your townsman and acquaintance, and one whom you respect, and perhaps for some reason, even regard with much friendship; yet if your duty is performed he will perhaps be transformed into an enemy. It may be the candidate comes armed with numerous certificates from other examining boards and you say to yourself, "Am I more severe than other committees?" Be certain if you do not say it, the injured candidate and his friends will say it for you both long and loud, if he is rejected. Again, many times, female teachers, whom you know to be incompetent, but who wish to do something more respectable than working honestly and competently with their hands, apply for a certificate to teach a school, procured for them by some interested friend.

In all of these cases if the committee of examination do their duty faithfully without fear or favor of any man, the schools will prosper; but I fear such is not always the fact. The committee of examination is frequently the clergyman of the town, and although he may be a man eminent as a Christian, and for his attainments in his profession, yet really he knows but little of the wants of the common school.

The remedy for all these evils is simple and I think sure, and I respectfully ask the earnest consideration of the subject by school visitors and others interested in the matter.

A committee should be appointed to act for an entire county. Thus will we be rid of the embarrassment of rejecting neighbors and acquaintances, which under the present system admits many who ought to be rejected. A committee of this kind would act impartially because unbiassed by

previous acquaintance or friendship. Such a committee would doubtless be more competent than our local committees now are, because greater care would be exercised in their selection. In short, nearly or quite every difficulty experienced under the present system, would, with the proposed plan, be obviated. This method of county examinations is in vogue, I think, in Ohio, and perhaps some other states. School officers should discuss this matter thoroughly. When this is done and the matter understood, some hope may be entertained that the bugbear of centralization of power, which now frightens so many legislators, will have lost its fear.

The examination of candidates for the Normal School is but another branch of the same subject we have been discussing. It has been a complaint, and justly too, that pupils are admitted to that institution who have no right there; but as they come with certificates from their town committees, the officers of the Normal School must admit them. How can a respectable standard be maintained by any school or institution of learning unless those who have such institutions in charge have the power to reject unqualified applicants? These hastily written thoughts I will submit to school visitors of the State, hoping the subject will be agitated until we obtain a most needed reform.

L. A. C.

COLEBROOK, July 25th, 1863.

MY SCHOOL.

Would the readers of the Journal like to hear a little about my school? It is,—as “my school” always should be, just the pleasantest school to be found anywhere around. It is pleasantly situated in Hillside. This place you will find in the next edition of the geographies very near the centre of the globe. If you do not—it will indicate a sad neglect on the part of the author—and it will be well to refuse to purchase that edition.

The house has a bell. It is not in a village to be sure but then do we not want to make a little noise in the world?

The room is a cosy place, and will seat forty scholars, *one* teacher, and as many visitors as are pleased to come.

The desks are green—affording such a striking contrast to the occupants of them, that the effect is very pleasing. The walls are covered with bright paper, and there are new outline maps hanging around the room. There are curtains at the windows which the good ladies of the place take care shall be always clean. It is not a large school, only about thirty pupils, and yet the district furnishes nearly that number of assistants. One or two of those assistants I would like to name, but fear they would be a little alarmed at finding their names in print, and they would be sure to see them—if they were in the Journal.

We have a paper published semi-monthly. It has twenty regular contributors, and has at least this merit—it is original. And this is as good a place as any to ask you all to subscribe. The terms are, a visit to our school—no advance on account of the *times*.

In the morning we have Davies' University, Practical and Mental Arithmetic, Davies' Algebra, reading, writing and spelling. In the afternoon, Geography, Green's Analysis and Grammar, Palmer's English History, reading and spelling again—singing *of course*, morning and afternoon. One half day every fortnight is devoted to the reading of the paper, and map drawing. These are the studies, but we hope that *with* these, other things necessary in the education of Young America are learned.

The people in the district work *with* the teacher. No one ever comes to tell the teacher that his boy "must not be whipped," consequently his boy *needs* no whipping. No one says "My child cannot bear such long lessons—because his *head* troubles him," therefore the lessons are learned without a question, or a thought of *any other way*. One thing more, not a week passes without some of the parents visiting the school. Last term there were 105 visitors—there being but one family that sent to school that did not visit it. If we wish to visit another school, the word need only be said, and horses and a *driver* are at our command. On

Friday night, when the teacher is *used up*, body and mind, no one says "The children might as well be out of school as in, for all they learn"—so the teacher has the thought that they are really further up the hill than they were at the first of the week to *rest* upon.

If there is another such a district in the state, will the fortunate teacher in that place let us know its locality.

M. W.

For the Common School Journal.

DISTRICT COMMITTEES.

THE office of District Committee is one of much importance and is very seldom properly estimated even by the friends of education. It is too often regarded as a mere legal requirement, and its value in estimating the success of the school is seldom calculated. In many places it is the constant practice to give the office in turn to the different individuals in the district without once asking or apparently thinking of the qualifications of the individual for the position. Sometimes the case is still worse and men are selected on account of their political or religious views. The true course is to select intelligent men who know their duty and who are ready and willing to perform it with promptness and energy. A vacillating, temporizing man is not fit for the place. Many a school has proved a failure for want of a proper committee, one who knew his duty, and "who knowing dared maintain."

Whenever a district leaves the matter of hiring a teacher entirely to the judgment of the committee, the value of a proper person for the office will be apparent. In such a case self-interest, the importunity of friends, party spirit, or prejudice may control the choice; unless honor, conscience and integrity be the leading principles in the mind of him who holds the office. We have known most unworthy teachers placed in responsible situations that the committee might carry out a selfish project or gain friends for a future occasion. A good school under such circumstances is an impossibility.

Besides the hiring of teachers, there are other duties to be performed that require more of good judgment, practical business talent, and much decision of character. The committee is required to provide suitable school-rooms and furnish proper fuel, and all other things that may be necessary to keep the school in good working order. Men who never keep their own business in order, who never furnish their own wives with "oven wood" until "a day afterwards," and who never furnish their help, if they have any, with proper tools, are not the persons to be trusted with the duties that the law puts upon the district committee. Good schools have been compelled to adjourn for want of proper fuel, thus wasting the time besides exerting a baleful influence upon the discipline of the school. Classes in mathematics are sometimes under the necessity of omitting their usual exercises at the blackboard for the want of a few crayons, not on account of the cost, but for want of a little forethought on the part of those whose duty it is to provide such things. Teachers sometimes err by not giving timely warning of their needs. When such is the case they should be held responsible for their neglect. The district committee, by a proper discharge of his duty, can do much toward securing an efficient discipline in school. It is his duty to expel from school persons that are guilty of incorrigibly bad conduct. By a judicious exercise of his authority in this respect, he can very materially aid the teacher in securing obedience to good and wholesome regulations. Any insubordination that may manifest itself in school can usually be traced to some one as leader. Let such an one be counselled, and if need be, expelled, and insubordination ceases. We can thus see the necessity of having a man of moral courage and weight of character to fill so important an office.

The time will soon come for electing district committees. The friends of education and all who desire to have good schools, will do well to consider this matter and see that proper men are selected for school officers. Good schools are valuable, and whatever tends to increase their usefulness and efficiency, is worthy of careful consideration.

All can not make efficient teachers, or generals, or law makers; but some can be found to fill each place with honor and success. Give us then the right men in the right places and success is certain. Nothing that can be done to increase the efficiency of our schools, should be neglected. A little energy exercised at the right time and in the right place, often does what nothing else could accomplish. We have many good men filling the office we are now considering, and their efforts are felt and appreciated. But we need more, and there are those that are willing to labor in this capacity from the love they have for the cause of popular education. Give such men a chance to labor for the common cause, and the result of their efforts will be manifest in the improved condition of our schools. They will be on the lookout for the best teachers; they will be unremitting in their efforts to furnish everything that is essential to the success of the school; they will do all in their power to aid the teacher in securing an efficient discipline; and they will do much towards awakening a proper public interest in the cause of universal education.

A TEACHER.

CANTERBURY, August 1, 1863.

For the Common School Journal.

MENTAL ARITHMETIC.

Much has been said on this important subject, but it is by no means exhausted. I say *important* subject, because I consider it as belonging to the very first rank, after reading, in a course of study; and without it, the pupil will be compelled to limp, as it were, through the remainder of his course. The pupil needs the mental training, and discipline, this study affords. Other studies, it is true, give the same, or similar discipline, but in no way can he obtain it so readily as in mental arithmetic. I would not give undue prominence to this study; but would have the reasoning faculties developed, so that the pupil may be the better prepared for his future work. But I am digressing.

I do not wish to find fault with what has been *said* or *written* on the subject, but I think that much which has been *done* might be improved upon. Not all that passes for mental arithmetic in our schools, can justly claim to belong to it; in fact, much that passes for mental arithmetic, is so far from it, that it is not arithmetic at all. To illustrate, by what I have actually heard in the school room, and that where the teacher enjoyed a high reputation; in one instance the following question was proposed: "If one yard of cloth costs two dimes, how many dollars will thirty yards cost?" The question went round the class without being solved. At last one pupil thought she had it. She solved it thus: If one yard cost two dimes, 30 yards will cost twice 30 which is 60, and that is \$6.00, to which conclusion most of the class assented, but how to obtain it, no one knew. It was evident the *answer*, \$6.00, had been told to some one in the class by an older pupil, but not the *reasoning*. What I wish to note especially is this: the teacher let the answer pass; did not tell the pupil it was 30 times two dimes, not twice 30. In this way pupils get no definite idea of the relation of the different parts of a question, or the principles by which all such questions are solved.

I am aware it is much easier to *tell* a child the answer to a question, than it is to *assist him* in solving it, (not solve it for him,) and more satisfactory to him for the time being; but is it the best way? Again, I have seen teachers allow their pupils to use slates and pencils in *getting* their mental arithmetic lessons—a very pernicious course, for the pupil does not learn to depend on his own reasoning powers; nor can he cultivate a habit of *thinking*, or investigation, in this way. Another bad habit which teachers suffer their pupils to acquire, is that of *counting*, to find the result when two or more numbers are to be united. *Counting* is not arithmetic. When I see it, I always think the pupil has not been properly instructed. Nearly related to this, is the habit of counting the fingers, in carrying in multiplication, or putting down as many marks as there are units in the number to be carried, and counting them. This habit, is right in the way of im-

provement. Grant that a child must learn to count before he learns to reckon,—does it follow that he must always count? It may save trouble at first—the trouble and labor of thinking. Do those who depend on bladders and cork jackets ever become good swimmers? So those that depend on counting, never become expert accountants.

Another great obstacle in the way of progress is the habit of beginning the multiplication table and saying it mentally up to the point required, when solving a question. Now I believe, very little *real* progress can be made in mental arithmetic till the pupil has *learned* the multiplication table in the abstract; then the concrete is easy enough. One reason why so many pupils hesitate, and falter in their work, is because they never have taken the trouble to learn the table; consequently they go limping along all through their school days. It requires much time and labor on the part of the teacher, in some instances at least, to accomplish the work named, but "*persevere*" is my motto. "Line upon line, line upon line; precept upon precept, precept upon precept; here a little, and there—a good deal.

Much has been said and written on the subject of assisting pupils. Now the best way to assist pupils is to inspire them with a patient, persevering effort to master principles; and I believe the pupil will require less help in the end, if he be thoroughly grounded in the principles in the beginning. This may sound much like a truism; but there is this about it, it is *true*. It will cost labor and thought, to master principles, but it pays; and in no study more than in mental arithmetic. In some cases, it takes pupils a long time to see that there is a connection between the different parts of the book, or the subject in the book, but this is so clear to every teacher that I need not say much here. To illustrate: Some pupils cannot readily perceive that six times which nine, some questions require in their solution, is the same as six times nine in the table; and that if the cost of seven-eighths of a yard is required, when the price of a yard is given, the seven-eighths are obtained just as seven-eighths of any number are obtained. Pupils are a long time in learning that finding

the least common multiple, for the *least common denominator*, is the same process as finding the least common multiple, before he comes to fractions. But this brings me to written arithmetic. Though I have said but little to what might be said on the subject, I will draw my article to a close. If I succeed in provoking thought, or calling out others on this important subject, I shall have accomplished as much as I could reasonably expect or desire. MENTIS.

PHYSICAL TRAINING.

PROBABLY no man in the country has done so much towards awakening attention to the great importance of physical culture as Dio Lewis, M. D., of Boston. He has devoted himself to the subject with an earnestness and perseverance in the highest degree commendable, and the influence of his efforts are now felt for good throughout New England and the Middle and Western States. He has already proved a public benefactor, and multitudes whose physical training has been improved through his instrumentality, will have occasion to remember him most gratefully.

We give below a valuable article from Dr. Lewis on *Positions*, and we commend his views to the attention of our readers as worthy of serious consideration. The "Book-holder," is an excellent article as we know from trial. Its plan and operation will be readily comprehended from the illustrations in the descriptive article following this. The teacher will find one of these particularly convenient and useful, and if all pupils could be supplied with them they would prove conducive to their comfort, and at the same time do much to secure and confirm an erect position.

RES. ED.

THE POSITIONS OF OUR PUPILS.

BY DIO LEWIS, M. D.



Figure 1.

AFTER ventilation, no subject bearing upon the health of our children, during their school-days, is so important as position in sitting and standing.

First, a word on their attitudes while standing or walking.

Figure 1, shows a position of the arms which is much in vogue. If the hands be thus joined behind, it is not impossible to carry the head and shoulders well back; but the tendency to hold the body in the illustrated position is so strong, that among the thousands I have seen walking with their hands thus joined, not ten have carried their heads and shoulders erect.

Figure 2 represents another attitude common in our best schools. Such folding of the arms tends to contract the chest. Whoever will fold his arms thus, and carefully watch the influence upon his shoulders and chest, will need no further illustration. One experimenter found that

the quantity of air inhaled at a single inspiration was reduced from ten to twenty per cent. by holding the arms in this position.

Figure 3 presents a good attitude for the spine and chest, and one which, if practiced in school, would tend to form the habit of walking erect. If teachers will stand or walk but ten minutes, holding the hands and arms in this position, I think they will be convinced of the truth of what I am saying.

The attitude in figure 4 may appear somewhat unseemly; but in a physiological aspect



Figure 2.



Figure 3.



Fig. 4.

and as meeting certain defects which are almost universal among the young of our country, it is the best possible position. The muscles in the back of the neck are, in almost every young person, so weak as to permit the head habitually to droop. Carrying the hands thus inter-locked upon the back of the head, with the requisition that the pupil shall, during five minutes three or four times a day, stand or walk with the head drawn firmly back against the hands, would do more to correct the habit of drooping shoulders, and a weak spine, than any other exercise of which I can conceive.

It is not, however, for me,—an outsider,—even to suggest to teachers how often and how long such attitudes shall be practiced. I simply take the liberty to say, that they would tend strongly to correct certain distortions of spine, shoulders, and chest, which are more or less inevitable, with the present positions in our schools.

But a tenfold more serious evil, in position, is seen in the pupil at his desk.

The face, when the head is held erect, is perpendicular, while the top of the desk is nearly horizontal. But the line of vision must be not far from a right angle with the surface of the book or atlas. To secure this necessary relation between the face and the page, the pupil leans forward and holds his face nearly parallel with the desk-top, or the page of the book.

If it were possible to hold the head back, and see the part of the atlas nearest the pupil, with the line of vision at an angle of forty-five degrees with the surface of the page, how is the pupil to see the part of the atlas which is one foot farther from his face? This he cannot do without carrying his head one foot forward. To be constantly changing the focal distance through the range of a foot, would soon ruin his eyes.

When pupils become fatigued by leaning forward, or from a conviction of duty would hold the head erect, we frequently see them attempt to secure the indispensable relation between the face and the page by placing two or three books under the upper end of the atlas. I have devised a simple,



Figure 5.

a strap which, with a hook, serves to alter the inclination of the ladder at pleasure. The finger-bars are joined to the ladder by strong hooks, which are caught upon the cross rounds, and may thus be raised or lowered by a single motion of the hand. If placed as seen in the cut, they will hold two books,—for example, a Latin reader and Lexicon.

Figure 6 shows two books thus supported.



Figure 6.



Figure 7.

Figure 7 illustrates the position of the pupil while using the New Book-Holder.

Every desk in the large school of N. T. Allen, Esq., at West Newton, is supplied with this new invention; and Mr. Allen has written me a very warm note of commendation attesting their success in securing an upright attitude in his pupils.

I have spoken of this book-holder, not because it is the only means by which such advantages may be secured, but as an illustration of possibilities. There is not an ingenious mechanic, but will for a dollar, furnish some simple means which will more or less perfectly secure the same results.

Engaged, for many years as a teacher of gymnastics in schools, my attention has constantly been called to the false positions among our pupils; and, in these few paragraphs, I have ventured, for the first time as regards part of them, to call the attention of the public to the subject.

THE LITTLE TEACHER.

'Twas a modest little daisy by the way-side growing wild,
That through cloud, and storm, and sunshine, ever upward
looked and smiled—

Though 'twas but a simple flower, frail and springing from the
dust;

To my heart it taught a lesson of humility and trust.

Though her many fair companions were in gayest hues be-
dight,

Well content she wished none other than her simple robe of
white;

Never drooping, though unheeded by the careless passer by,
With her smiling face still turning ever upward to the sky.

Though the drowsy bee in passing, hummed to her a pleas-
ant song,

Telling of the fields and bowers where he wandered free along,
Sipping honeyed draughts of nectar from the fairest flowers
that blew,

Still she craved no sweeter dainty than the sunbeam and the
dew.

So it was a common flower looking upward from the dust,
Taught my wayward heart a lesson of content and childlike
trust;

And the perfumed summer breezes in a whisper said to me,
" 'Twas thy Heavenly Father speaking through the daisy
unto thee."

JENNIE.

DRAWING IN PRIMARY SCHOOLS.

THE question is frequently asked, and as frequently unanswered, why is drawing entirely omitted in our common schools? It cannot be for lack of energy in our teachers, for they advance in other departments; it cannot be a want of interest on the part of the scholars, as there is nothing that can be introduced into *all* the grades of our schools that awakens such a deep interest; but it *may* be in the early education of the teachers; they may feel a timidity in introducing that in their schools of which they know but little. By this neglect the scholar of to-day is under the same disadvantage as the teacher of twenty years ago. This should not be. I would encourage every teacher to make the effort to devote a part of each day, both in her school and at home, to sketching pictures of easy outline, that may be around her. With a little expenditure, cards may be obtained from which a pleasant recreation is furnished. Select an easy card, as a gate, or pair of bars and practice upon it until it can be easily reproduced without the card, then in your school room draw the same upon the blackboard for the imitation of the young scholars. This will require much practice at first and must be done slowly and carefully. Select objects of form and interest, and never place them upon parallel lines nor keep them at work until they are discouraged and disgusted. They will draw with more ease and greater interest, that which pleases the eye. For the primary schools a lesson of two or three objects will be sufficient for a week, and objects should be called for to be drawn from memory and frequently repeated. You send a scholar to the board asking him to draw what is before him. He draws, makes a very crooked and unsymmetrical picture, but looks pleased as though he had accomplished just what you desired. Do not express one look of displeasure at his efforts but encourage him by questions like these—"You have finished have you?" "What have you made?" Ans. "gate." - "How many posts in the gate?" Ans. "two." "What is the direction of each?" And here let me say they should already be familiar with the

terms perpendicular, horizontal, &c. He answers you perhaps correctly, but most likely incorrectly, as to direction, then holding a rule by the should be perpendicular line, ask him what is wrong? He will tell you readily and also where to correct. Try again we say, and thus continue, encouraging every effort at imitation, no matter how feeble. The teacher should not be too exacting *at first*, but must insist upon neatness. By daily practice the young scholar soon acquires a good idea of distance, form and proportion. Where a warm interest is manifest and habits of exactness are formed, drawing on paper may be substituted for the slate.

I have dwelt exclusively on drawing in the primary schools because many teachers may think it should be introduced only in the higher grades; but my last year's experience has clearly demonstrated the advantages of regular lessons in picture making, for the little ones. I have used it as a reward for a well studied lesson, so exceedingly fond are they of *trying to draw*.

A word to those teachers who may feel themselves but poorly qualified to conduct an exercise of this kind. In this department, different from most others, a *few* lessons or *one* lesson aids much, remaining as long as memory remains, while in the study of Algebra *one* lesson could do nothing toward teaching it. Some of the teachers of Richmond Public Schools have devoted two hours each week to regular drawing lessons besides finding time to sketch at home.

Can not others do the same? We admire the Athenian system of education, but as we admire, let us imitate. Education at Athens was usually divided into four departments: gymnastics, letters, music, and drawing. Of these four we scarcely recognize any but the second, the first is becoming more popular, whereas the Greeks gave a special prominence to those we leave out.

Fortunately the current of popular feeling and of educational effort is now setting in the right direction.

Indiana School Journal.

NEATNESS. HOW REGARDED BY CHILDREN.

A LITTLE boy of six years had been with his mother to call on his little play-fellow Eddie F. who had a step-mother. While walking home he said earnestly, "Mother, I think Mr. F. has got a real pretty neat little wife, don't you think so?" "Why, Willie what makes *you* think so?" "Because she always wears a collar and a clean dress just like you, and I think I have got a pretty mother. And mother I have been thinking if you should die, I should feel real bad and cry, for I do almost cry now when I am visiting and can't see you. And I should want Father to get a neat little woman who would always wear a clean dress and a collar just like Eddie's mother."

Perhaps this child showed a thoughtfulness beyond his years, but the incident led me to ask myself this question; Are we as teachers conscious of the wide influence of our dress, in forming the character of the young?

C. E. H.

A WORD TO THE TEACHER OF LITTLE ONES.

THE proper arrangement of the Primary School is a subject to which much thought and labor has been given, but while every advance step gives joy to the true educator and every evil subdued, brightens his hope, there is still one sorrowful thought that must find a place in every observing mind. I refer not to any lack in the graded school, but to the fact that so many little ones in the mixed schools of our rural districts are unskillfully taught. Going, it may be, to a house devoid of all attraction, and with no apparatus except the teacher's rod, the child learns his first sad lessons of school;—not lessons of the beautiful objects Nature has scattered all around him, nor lessons of obedience and trust and love. Ah no! his eye rests upon rough material, and his ear hears uncouth sounds. Obedience is not gently taught, but he learns that the way of the transgressor is hard, and the baser passions are stirred until, if he yields at all, it is reluctantly

and only to escape a worse punishment. He learns to distrust others, because he himself is not trusted, and even the outgoings of his pure love are made the ridicule of older school-fellows. How is the most fine gold changed!

Oh! the heart grows sick at the thought that not a few of the little ones, the pride and hope of our fair State, are even *now* thus taught. Fellow-teacher these things ought not so to be! Need it be said again, go not to your work from sordid motives, but labor to fulfil a high and holy mission. Lead the child intelligently along the path to heaven. Would you be like Jesus? Then bless the little children who are brought to you; bless by making them happy, by helping them to form right characters and right habits. Help them early to learn the work of industry; let them never be idle. If other duties claim your attention, give not the weary little one a standing place in the corner, or a seat upon the floor to keep him quiet, but give him something to do that will interest and educate his expanding mind. Seek so to vary his occupation that the mind shall find pleasure all the day. When this one habit of industry is fully established, the petty annoyances of the school-room will disappear, the too frequent dislike of school and consequent desire to stay away under the slightest pretext, will give place to a growing love for school and its discipline, and the good achieved by your pupils in their future years shall prove the wisdom of your course and your true claims to the title of teacher.

C. E. H.

NORMAL SCHOOL ANNIVERSARY.

THE first of these exercises was on Sunday evening, July 19th, in the Centre Church, by Rev. L. Perrin. His subject was suggested by Prov. 16 : 23, and was thus announced : *The relation of the Christian heart to the work of Education.* The sermon was a good one, and was evidently well received, both by the school and the rest of the audience.

On Monday evening, in the North Church, Prof. Camp gave the usual address to the Senior Class. His subject was : *The hidden power of the Teacher.* All unite, so far as we

know, in speaking of this address in terms of high commendation.

On Tuesday evening, in the Methodist Church, the Oration and Poem before the Societies were given; the former by J. S. Hart, LL. D., of Trenton, New Jersey, and the latter by Rev. Dr. Phelps, of New Haven. The subject of the Oration was: *Attention, and the methods of cultivating it*. If it is not invidious to make comparisons, we should like to say that we never listened to a discourse, on a similar topic, of equal interest and value. To teachers, and who are *not*, in some sense, teachers—it might be made invaluable. We should like to see it in print, and thus placed within the reach of all who could appreciate it. The circumstances under which the Poem was delivered, were not the most favorable. The Oration, that had preceded it, was as much as any audience could be expected to listen to on one summer evening; and only detached portions of it were read, so that it was simply impossible to pronounce upon its merits as a whole; for the very good reason that we did not hear the whole of it. Very naturally, therefore, the Poem seemed to be deficient in *unity*. Many of the parts, however, possessed rare beauty, and some were of great pathos and power. We might instance those portions which relate to the heroic dead that have fallen in the attempt to suppress the rebellion and maintain the supremacy of the laws.

On Wednesday, one of the loveliest of summer days—the Rhetorical Exercises of the lower classes commenced at 9½ A. M., in the Normal Hall; and these were followed by an excellent address to the Alumni, by Mr. E. Whitney, of Providence, at 10½ o'clock, in the South Church. The Graduating Exercises began at 2 P. M., in the Centre Church, and these were followed by the Alumni dinner, at 6½ o'clock, and the usual social gathering in Humphrey Hall in the evening, when every body was present with his lady, and bound to have a rich time. The exercises of the day and of the week, taken as a whole, seem to us of more than usual interest and merit. The graduating class made a very fine and imposing appearance, and acquitted themselves very credita-

bly. The programme of the Graduating Exercises was as follows :

1. Introductory Prayer.

2. *Music.* "HYMN OF PRAISE!"

Blessed Father, low we bend
Now before Thy throne;
Unto thee our hearts ascend,
Thee, the Sovereign One.
Praise we bring for constant care,
And for watchful love,
For the minds we here prepare
For thy school above;
Once again Thy blessing ask
On our noble guides;
Aid them in their glorious task,
Bless whate'er betides.
Guide us all, Oh! righteous Lord,
Through the bounds of time;
Bring us all by promised word,
To a sinless clime.

Chorus.— Praise to Thee, oh! God,
Unceasing, ever;
Long be Thy name ador'd;
Praises forever.

3. The relation of the Teacher to the Nation. HENRY B. MOORE, JR.,
Rainbow.

4. Studies Serve for Delight. ELLEN M. PADDOCK, Cromwell.

5. The Price of Success. SARAH F. MILLER, Middletown.

6. The School a Place for Moral Education. JAMES L. JOHNSON,
Jewett City.

7. *Music.*

8. The Saxon Element in the English Language and Character,
HANNAH H. GROSVENOR, Canterbury.

9. Mrs. Browning. ANNIE L. COWLES, New Haven.

10. The Claims of Object Teaching. LOUISE S. HOTCHKISS, Roberts-
ville.

11. The Struggle for Popular Liberty. HERBERT R. PRATT, Deep
River.

12. *Music.*

13. The Long Parliament. THERESA R. BARTHOLOMEW, Granby.

14. Faith as an Element in Teaching. KATE BUTTS, New Britain.
15. The Cultivation of the Perspective Faculties, with the Valedictory. SAMUEL M. HOTCHKISS, Kensington.
16. Music.
17. Presentation of Diplomas.
- 18.

PARTING HYMN.

Now comes the hour of parting,
Friend goeth forth from friend,
Life's solemn truth around us,
Heaven's glory at the end.
But while the calls of labor
Are hastening us along,
We linger yet a moment
To sing a farewell song.
To pleasant days now ended
Whose mem'ry cannot die.
To teachers, friends and scholars,
We bid a last good-by.
May happy faces gather
Where ours were glad before,
And cheerful voices mingle
Where ours are heard no more.
With faith, and hope, and courage,
To make our vision bright,
We see in every conflict,
The triumph of the right;
Then "why not" go unfearing?
And "why not" conquer all?
If true and loyal hearted,
We cannot faint or fall.

19. Benediction.

GRADUATES.

LADIES.—Theresa R. Bartholomew, Granby; Edda Belden, Hartford; Kate Butts, New Britain; Ellen R. Camp, New Britain; Annie L. Cowles, New Haven; Isabel L. Ely, Hamburg; Hannah H. Grosvenor, Canterbury; Louise S. Hotchkiss, Robertsville; Margaret M. Mann, Hebron; Sarah E. Miller, Middletown; Ellen M. Paddock, Cromwell; Georgiana Sanford, Redding Ridge; Sophia T. Stoddard, New Haven.

GENTLEMEN.—Samuel M. Hotchkiss, Kensington; James L. Johnson, Jewett City; Henry B. Moore, Jr., Rainbow; Lyman Payne, Portland; Herbert R. Pratt, Deep River; Oscar Scofield, Darien.

TASTE.

Extract from an address before the Young Ladies High School, New London, by Rev. Dr. Field.

BUT what is the standard of Taste, it may be asked. How shall we know what is true and what is false in taste? The judgment of people differ. Where is the tribunal to which we can appeal for a decision? We find a standard of taste I reply, in Nature. There we see the embodiment of God's idea of the beautiful. He who awakened the idea of the beautiful within us, made the beautiful works without us, and the one corresponds with the other. He who looking forth upon every thing that he had made, saw that it was "very good,"—made man in his own image to see the goodness in his works, and sympathize with him in admiration of the things created. You look upon the painting of some great artist, and you ask is it natural, and your taste is good or bad in proportion as you are able to judge of its accordance with what is in nature. The forms of the Sculptor, to be in good taste, must be in harmony with what is found in the works of God. One of the most common criticisms of even a novel is, the story is natural or it is unnatural; the characters are natural or unnatural. It is a correct canon of criticism, *conformity to the natural*, though it may have a wider application than the inexperienced critic fully understands.

The study of nature is then, evidently, the first and most important means of forming a good taste. The study of all natural scenery may have this effect. The examination of the regular or symmetrical forms of minerals, the graceful shapes and variegated tints of shells, the brilliant hues of the feathered tribe, but above all, the endless variety of flowers that adorn our fields, and spring up by every wayside; this will cultivate the taste and bring ones judgment of what is beautiful into harmony with the mind of the Creator. Almost insensibly an influence comes in upon the mind and moulds and forms the taste. The good educating effect of the study of botany is found not mainly in the fact that you are able

to assign each flower to its particular class and order, but that you are better able to appreciate what is beautiful, and to derive an increase of pleasure from what God has liberally strewn over the earth for your gratification. And ever you may cultivate and enlarge this power, by making those wonders of God's goodness bloom around your future homes, carrying delight and fragrance to the inmates of your dwelling, and to all who pass by it. More potent than the paintings of a Raphael or a Claude, a Turner or a Church, may these paintings of the Creator be, to unfold and refine the Taste and beautify the mind.

Again, we find a standard of taste in the works of the higher order of mind. The mind, in its normal operations, acts in accordance with the laws of the beautiful, and its works are works of good taste, in harmony with the teachings of nature. The intellectual faculties which we all possess, find the highest and best expression in works of talent and genius; and we have in these a standard of what is true and just in taste.

By the study of the works of great minds consequently, the taste is educated and improved. We take, for a good educational influence, what are called classic authors. From the ancients, for example, Homer and Virgil. From the moderns, Milton and Cowper, for example, which you have studied in your course of education. In these we know that we have great minds; minds great in intellect, great in imagination, and which judged correctly in respect to the laws of the beautiful. You ponder their sentences, their words, the scenes which they paint, the characters which they create, and put yourself under their influence for the formation of your taste.

But you may say, that you do not like Milton's *Paradise Lost*; that it does not please your taste; that you prefer the poetry of Martin Tupper, or of Gerald Massey. Well, that only proves that your taste is not good; that it needs to be changed. What has been so largely subjected to criticism as the *Paradise Lost*; what has been looked at from every point of view, and declared by the best judges to be one of the noblest productions of the human intellect; you must, in

the early stages of education, take on trust, as being what it is said to be, and endeavor to obtain the power to see, for yourself, its excellence. A person who had just commenced the study of music, might say he did not like the compositions of Handel and Haydn, Mozart and Beethoven. That is itself an evidence, his teacher would say, [that his musical taste is uncultivated. And one object of your education in Music is to awaken in you a love of the works of those men of great musical genius. If you put your judgment against theirs, there is an end of all education, and all improvement. Your teachers have drilled you in classic authors that your taste might be purified and refined. And you must continue to drill *yourselves* in a similar manner if you would be under an habitual educational process.

It cannot be too earnestly impressed upon those who would cultivate their minds, to familiarize themselves with the greatest works—works of men of thought and genius. As you have opportunity, continue to study these. It would do you good to read Milton's *Paradise Lost*, and Cowper's *Task*, once every year. You would see beauties in them, by and by, that you could not see in the school room. I recommend to you, also, the poems of Wordsworth. He has been the educator of thousands. He has opened the eyes of poets to see what else they never would have seen in nature around them. He is profound in thought, pure and elevated in moral sentiment, grand in imagination, and sensitive to every change in the natural world. His poetry shows how truly he has said of himself:

"The sounding cataract,
Haunted me like a passion: the tall rock,
The mountain, and the deep and gloomy wood,
Their colors and their forms were then to me
An appetite, a feeling, and a love,
That had no need of a remoter charm,
By thought supplied, or any interest
Unborrowed from the eye."

Let the trash of fictitious literature alone. If you must

read novels, why not read Walter Scott, or the works of some great mind. If you say you prefer the stories of Mrs. Southworth or the Lady's Book, then mistrust your taste and try to make it better. At all events, you should always have some work for reading that you know, beforehand, is great and good, as a means of discipline and culture. So your taste will not deteriorate, and your education will not end as you go forth from your school; for there will always be spare moments in life, when the mind may be nourished and built up by food adapted to its growth and nurture. If you can, and you can if you will, have a select library of good books in your future home. It will be a better ornament than gilded furniture; and for this, something may well be spared from the table, the toilet, and the wardrobe.

LOCAL AND PERSONAL.

MILFORD. We are glad to know that the friends of Education in this pleasant town have decided to establish a first class High School and that they have secured the services of Mr. JOHN H. PECK,—a member of the last graduating class of Yale College. Mr. Peck is also a graduate of the State Normal School,—has had considerable experience in teaching, and we know of no better man for the position. If the people of Milford will do their part, we are sure Mr. Peck will do his in sustaining a first class school.

GREENEVILLE. Mr. Kellogg having resigned his situation here in order to prosecute his studies in [College, Mr. J. L. JOHNSON, of Lisbon, a member of the last graduating class of the Normal School, has been elected Principal. Mr. Johnson possesses much of the spirit of a true teacher and will, we are confident, do well.

ROCKVILLE. We learn that Mr. J. N. TURNER, who has for many years taught the principal school in this place with marked success, has tendered his resignation with the intention of accepting a situation in South Glastenbury. We wish Mr. Turner abundant success, and as an earnest and faithful teacher, he merits it.

DANBURY. We had the pleasure of looking through the schools of the Centre District of this place, with W. W. DOWD, Esq., Principa^l

of the Higher Department. The schools were in good order and well taught, but much in need of better accommodations. Measures have already been taken to unite the Middle and North Districts, build a large brick school-house, and establish a complete system of graded schools. Few places in the state are better situated for such an enterprise.

BETHEL. We found two young ladies laboring faithfully, but under many difficulties, in the Center District school of this village. This district has a fine school lot, but it is unenclosed; the school-house is much in need of painting and other repairs, and is inconvenient in its arrangements, especially in the Primary Departments. Here in a room about ten feet wide, some fifty or sixty children are kept for six hours a day, for forty-eight weeks in a year. This village should have a good system of graded schools.

NORWICH. The Centre District of this city are taking efficient means to improve and enlarge the accommodations for schools. By the politeness of Hon. J. S. LAMB, chairman of the building committee, we visited the house and premises, now undergoing extensive alterations, in the western part of the district, and also the site of the new school-house on the opposite side of the city. A neat and convenient brick building is to be immediately erected on this site. This part of the city has been very much improved by the enterprise and energy of Mr. Lamb, and a village has sprung up upon what was a hunting ground a few years since.

MONTVILLE. The district in Palmertown have voted an addition and repairs to the school-house. We met the district and building committee and the teacher, Mr. Allender, and consulted with them as to the best way of providing for the increasing wants of the district. In the evening an intelligent audience was assembled in the Baptist church. After the lecture by the Superintendent, spirited addresses were made by members of the committee.

There was a manifest determination to have a good graded school in this place.

NEW LONDON. In this place we only had time to look in upon the Bartlett High School, and the Grammar School of Mr. MARSH. Both schools were full, and as usual, in a very prosperous condition.

In the latter we found a pupil who had attended school for six years, and had been through all the departments without being absent or tardy a single time.

STONINGTON. The Wadawanack Female College in this place has been given up for want of patronage, and the house has been transformed into an elegant hotel, kept by our old pupil, Mr. ROGERS, late of the New Haven House.

The district schools are partially graded, and have efficient teachers, all ladies. There should be a good public High School permanently established in this borough, and taught by a gentleman fully qualified in all the branches required in a first class school.

MYSTIC BRIDGE. The schools in this district are under the same supervision as those of Stonington borough. Rev. S. S. GRISWOLD, the acting school visitor of the town, has done much by his faithful visitations and untiring zeal, to improve all the schools of the town, but none have felt it more than those of this district. These are well graded. In the higher department were classes well advanced in Latin, French, Algebra, Rhetoric, and other High School studies. We visited each room with the acting visitor, and were gratified with the appearance of classes in all. Another room is urgently demanded to accommodate a part of the smaller scholars.

GROTON. The schools in Mystic River District are graded, the higher department being under the charge of Mr. PATTEN, who has continued many years in the same school. A "ship launch" at the hour we visited these schools, had drawn away many of the pupils. The classes we heard were well taught.

E. R. KEYES. Among those who have fallen in their country's cause, none went into the service with purer feelings of patriotism than those which actuated Sergeant E. R. Keyes. With almost every motive for excusing himself from entering the army,—with a devoted wife and several children dependent upon him for guidance and support, he nevertheless came to think that his highest duties were to his country in her time of peril and trial. With this conviction he joined the 26th Regiment, and went to the Gulf Department, and in one of the battles near Port Hudson, he was mortally wounded. He was a good teacher, an excellent citizen, a kind and devoted husband and father. He gave his life in a noble cause, and we doubt not he has received the welcome plaudit, "Well done," from Him who ordereth all things well.

NATIONAL TEACHERS' ASSOCIATION. The meeting of this Association at Chicago on the 5th, 6th and 7th of August, was probably the largest and most important meeting ever held in this country,—

and its various lectures and discussions were of an exceedingly interesting and practical nature. We have not space at present for any detailed account of the proceedings. It was a source of deep regret that we were not able to be present. We are glad to know, however, that our State was ably represented. Among those present who took part in the discussions, &c., we notice the names of Hon. DAVID N. CAMP, EMERY F. STRONG, Esq., and GEORGE F. PHELPS, and we also notice that all these gentlemen are members of the board of officers for the ensuing year.

NORMAL SCHOOL. The next term of this school will commence on Wednesday, September 16th. Those desirous of attending should make early application to Hon. DAVID N. CAMP, New Britain, Ct.

TEACHERS' INSTITUTES. The Institute for Litchfield county will be held at WINSTED, on the 8th, 9th, 10th and 11th of September.

That for Windham county at EASTFORD, probably, on the last two days of September and first two of October.

That for Middlesex county, at DURHAM, October 6th, 7th, 8th and 9th.

That for Tolland county will be held at HEBRON, October 27th, 28th and 29th, and at ROCKVILLE in connection with State Association, on the 30th October.

That for New Haven county will be held at GUILFORD, early in November. More particular notice will be given in our next, and by circulars.

STATE TEACHERS' ASSOCIATION. The next annual meeting of this Association will be held at ROCKVILLE, commencing Thursday evening, October 29th, and continuing through the 30th. A more particular notice will be given in our next.

FAIR HAVEN. Mr. S. M. HOTCHKISS, the Valedictorian of the late graduating class of the Normal School, has been appointed Principal of the graded school in this place. Salary \$600. A good appointment.

SCHOOL MANNERS. A few words on this subject is what many need, but what most persons would resent if addressed to them personally. It is hoped that these few words will not be taken amiss, but secure your approbation.

In the first place,—never lose your temper—on any condition whatever; how much soever cause you may think you have for so doing, just as sure as you do, with it you will lose the deference and respect due you from your pupils. I wish the importance of this could be appreciated. I have heard teachers shouting with rage at a scholar. Such an act is most detrimental to a teacher's success.

Nearly as unfavorable a result is attained by forming a habit of scolding. No matter how much impression is made on a school by the first act, a repetition of it weakens the teacher's influence much. It is best to form a habit never to command a scholar till he has at least refused to comply with your request. It is always better to ask a scholar to do a thing than to command him, as there are but few scholars who will not comply with a kind request willingly, while a command would needlessly irritate.

I must deprecate entirely the use of tobacco in any form. The man who uses that weed is not fit for a school-house. Chewing substances of any kind, spitting, blowing or picking the nose, cleaning the nails or drumming or tatooing with the fingers, are habits which should be utterly abolished from the school-room.—*Illinois Teacher.*

BOOK NOTICES.

SHELDON'S OBJECT LESSONS. We would call the attention of our readers to the advertisement of Mr. Scribner. Mr. Sheldon's work will be found very valuable to the teacher. The lessons are well arranged and the general plan and execution of the work are excellent. The volume will prove worth ten times its cost to any one who will follow its teachings.

THE CONSTITUTIONAL HISTORY OF ENGLAND. Since the accession of George III., 1760–1860. By Thomas Erskine May, C. B. 2 vols. 12mo. Boston: Crosby & Nichols.

This work in two volumes of nearly 500 pages each, is an exceedingly valuable one, and should have a place in every library. It is beautifully printed on tinted paper and its general appearance is very attractive. We hope its publication in its present form will lead to a more general understanding of the subject of which it treats. Certainly every student should have this work for reference. We hope the enterprising publishers may find a large demand for it.

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PLATE I

Elements and Principles of Letters.

See Chapters 6 and 7.

Elements.

Original form and size

Modified forms



Combination of Elements.



Principles of Small Letters.

The height of the 1st and 2nd Bars.

See page 166 for details on page 166.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

The height must be made in the main shape.

Principles of Capitals.

See page 166 for details on page 166.



For an explanation of these principles, with their modifications, See Analysis of the Capitals, page 166 to page 166 inclusive. Also see next page for combinations, proportions, scale of lengths and complete analysis.

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